**K-5 ELA Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | **Grade: 1st** | | | **Date(s)**: September 6– Day 4 |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: Designing a Survey** | | |
| **Essential Question(s): How do illustrations help good readers locate and remember the important details in a story?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **~Power Point- Friendship**  **~ Interview Script**  [**c:\Users\Mama\Documents\Alderman Elementary\4th Quarter Interim Reports\How to be a Good Friend.ppt**](file:///c:\Users\Mama\Documents\Alderman%20Elementary\4th%20Quarter%20Interim%20Reports\How%20to%20be%20a%20Good%20Friend.ppt) | | | | **Feelings**  **Compliments**  **Disagree**  **Dependable**  **Respect**  **Trustworthy** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards: RL.1.1; RL.1.2; RL. 1.2; RL.1.7; RL.1.10; RI.1.1; RI.1.2; RI.1.4; RI. 1.7; RI. 1.10**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: Present power point and discuss frame by frame. Have students give personal examples.**  **See also speaking and listening.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Writing**  **Standards: W.1.1; W.1.5; W.1.6;W.1.8; L.1.1; l.11.2; L.1.4; L.11.5**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan:**  **Working in pairs, have students complete the “Interview Script.”**  **Interview Script**  Partner A: \_\_\_\_\_\_\_ Partner B: \_\_\_\_\_\_\_  1. What is your name? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. How old are you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. When is your birthday? \_\_\_\_\_\_\_\_\_\_\_\_  4. What is your favorite color? \_\_\_\_\_\_\_\_  5. What are two character traits that you have that make you a good friend?   1. \_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_   **See also listening and speaking.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards: W.1.1; W.1.5; W.1.6;W.1.8; L.1.1; l.11.2; L.1.4; L.11.5**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: See writing. Students will be using these words as they complete their interview script. They will also be able to explain the purpose of the interview script.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Speaking & Listening**  **Standards: SL.1.1; SL.1.2; SL.1.3;SL.1.5; L.11.6**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: Discuss the character traits a good friend has.**  **Present and discuss the “Interview Script.” Model a sample using the teacher as subject.**  **Working in pairs, have students complete the “Interview Script.”**  **.** | | | | |
| **TECHNOLOGY** | **Use You-Tube songs – I Love Lucy; Pooh Friendship Song; Miley Cyrus; Spongebob Fun Song; Barney Friend Song.**  **Power Point** | | | | |
| **Closing/Summarizing Strategy** | **Sharing with each classmates and other classes.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can create a flip book describing things you can do with a friend. Illustrate the book.** | | **Create a flip book illustrating things you can do with a friend.** | | | **Create a flip book illustrating things you can do with a friend** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  See interview scripts to check for understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*